Teacher Directions

May 3

The teacher walks to the front of the room and tells the students to copy what is written on the board.

The teacher says, “The word a (emphasis on a) biotic with means not biotic means living.  All the things are in an ecosystem…  
You all picked and ecosystem.  As you read, think about these abiotic factors… write on the foldable.  The headings in the book match the headings on the folder.” The teacher explains that the nonliving section on the foldable is the cover, but doesn’t have specific information to put on it from the book.

Teacher suggests that it can be used for other information that doesn't fit into the other panels.  She says, “If you have questions, you can ask me about it tomorrow.”  
The teacher reviews missing work policy and says that students have missing work.  She explains that she will grade the missing work when she can because a student asked about it.

On board says, read pp. 36-40. Complete foldable due Thursday.

The teacher says, “The first task is to give your group a name.”  The teacher gives examples of name possibilities.

The teacher says, “The other task is to identify the problem that your group wants to work on.  You will need your pink sheets from Friday.  Remember, the problem is to identify a problem for the environment around our school.”

The teacher announces that students will be given new seats that will now a home base for your group.

.  The teacher discusses that as a group, they will need to decide what job to give the extra person.  Groups 3 have 4 people.  Group 4 is assigned their roles.

The teacher leans over and talks to group 4.  She says, “Make sure that someone is writing this down and taking notes.”

The teacher says, “Devise some questions that you could ask him.  You could devise some questions to email…” to another resources that was suggested by teacher.  “First, you need to identify the problem, and then think about the research.  First, identify how you know when a pond is good.”  
  
She tells them to do some research on the internet as well.

The teacher says, “Alright guys, it's almost time.  Find a good place to stop. And where you wanna pick up tomorrow.  Have three minutes before you leave.”

May 5

The lead teacher gives instructions to students telling them to narrow down their research question. She mentions about taking names of students in individual groups.

The lead teacher says to brainstorm a topic that will help solve an environmental problem for the school.

After talking to every group, she walks around the class.

The lead teacher says to look for more information online and to examine all sides to save forests.

The teacher tells one of the students with a laptop not to log off.

The teacher announces winding down of the class session, says that there is 4 minutes for the class to be over, that students should do research at home, go online, brainstorm and bring other books to class.

She tells them to think ahead and to prepare themselves for the next lesson.

The teacher tells the students that they need to move through the building very quietly when they are going to other classes.

May 9

“A couple things before you get started,” the teacher asks for a boy’s assignment and tells them where to put it

The teacher says to the entire class, “You need to discuss where you are today because next Monday I need a project that shows what your problem is and your proposal.  Even your project description.  You need to map out and discuss where you are today to where you are going to be tomorrow.”

“Create a plan, sketch out on a rough draft.  Here is what we want on one slide.  You could use PowerPoint I know it is not as exciting or wonderful, but it is what it is,” the teacher says.

You have about two minutes before they need to leave.

Teacher dismisses the class.

May 10

The teacher says, "I believe Mrs. R was planning on taking some of you out.  I will plan accordingly so that we have an adult inside and outside."

A girl asks when lunch is.  "Not yet, you have a couple of minutes," the teacher says.

"Alright guys, you may go ahead and get ready for lunch and line up.  You can leave your stuff just like it is," the teacher says.

The teacher says, "Where are my groups to go with Mrs. R outside to the pond.  The intervention specialist is taking them out to get water samples."

"Are you going to the pond?  I need you to share this camera," the teacher says.

The intervention specialist has the kids who are going outside sign a paper, so she knows who is going outside.  "Who has not signed up?" She says.

May 12 4th

Teacher goes to front of room.  Talks about missing work and how she has grade what is in her purple basket.  Says some people have missing work and come to see her.  It will be a zero by Friday.  She will assume you do not care and will turn missing into a zero.  She list off approximate 14 names out loud.  She says they have no homework today, so this is a good opportunity to get it done.  All group work is done here.  
  
The intervention specialist stands in the back of the room. The teacher talks about moving forward in curriculum.

The teacher says, “As group, discuss where you are today and where you need to be by Monday.  You have three days in between. By Monday, I would expect that you are finished or finishing up.  By the end of class on Monday, you will have a completed project to give me.  In some cases, it may not be totally completed, but something substantial. What are you gonna do today...tomorrow...Friday.”

The teacher says, “I have a lot of people saying can we go outside, can we go outside?  If you talk with your groups and you decide that you are missing something.  I want the manager from each group to come to me and say, here is what we need, here is what we are gonna do, this is what we need.  At this point you should have a specific idea, specific location, specific ...your project will not be complete without it.  So as a group.” She talks about how it is fun To go outside on the nature trail. The teacher once again paraphrases the above.  “Start out by meeting with a group to see where you are at.  The intervention specialist says they need their agendas to go outside.

The teacher gives direction about what reach needs to be done on compost.  She refuses to let them go to the pond.  The teacher says that lunch ladies do not want more work.  Come up with a situation that will work with the lunch ladies.

Manager girl starts to tell her idea to the teacher.  She says tell them and walks away.

Teacher gives 5 minute warning and tells them to start wrapping. Think about what your need to do tomorrow and Friday.

Teacher tells them to pack up and put equipment in backpack.  She thanks the Intervention Specialist as she leaves.

Teacher dismisses class.

May 12 5th

he intervention specialist says, “It is time to clean up.”

The teacher asks, “Is that something that you need for?  You need tomorrow to help your group with decision making.  I know it is really neat, but they need you.”  She gives directions about what to do about being late.  He says ok and cleans up.

May 12 6th

The teacher leaves group 6 and says, “You guys need to have a discussion about what your final product will be.”

May 19 5

Teacher tells them they have to not all stand in the front of the room to present.  She tells the other boys to stand at the front of the room beside their presentation screen.

The teacher tells the students they need to be quiet and listening.

Ryan is your group ready.  Do I have you pr rubric.  One group members asks another if she does.  He says yes.

May 19 6

Yesterday I asked you as groups to evaluate yourself and evaluate yourself group in the rubric.  She didn't get them all back.  They will need to do that today

T says she wants to start with Powerpoint because they have the chart.  Shelby is your group ready

T says to log on to your laptops.

She gets another rubric and says here is another one. The teacher gives it back to a girl and tells her how to score it correctly.

T asks Shelby for her rubric. She says she didn't understand what to do yesterday. T explains.

Brooke is your group ready?  She says yes.  This is taking a long time to load, let’s start with you.

.  Group 3 sits down. And group 2 comes up.  She tells them not to all be in the middle and to stand next to the screen in the front of the room.

She asks if group 1 is easy.  They say yes and come up to the cart.

Guys you will have to be really quiet because they have an interview and there should be speakers on there can't but I can't find them

.  You still need to be Wally really quiet so that if it doesn't work.  The interview starts and it is really loud.  T says oh and rolls her eyes

T says ok you also have a PowerPoint. They say no that it messed up and they are just going to read.

.  Orange boy you need to start again and speak up.  Orange reads very slowly and crinkled his eyes to look at the paper

T says it is time to go and that she needs their rubrics.  She come to group 3 and tells them to get their stuff ready early next time

T says be careful about then power cord for the cart.  She makes the class move separately so that she can dismiss them.  A boy hits the cord and the power goes out.  The teacher sighs and says Joe in an annoyed way.

May 23

The teacher asks a student to take recycling posters to a student in Mrs. R’s room.  She says, “He can trim them, but if he wants to use them now, here they are. Have him ask Mrs. R for permission.”